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ABSTRACT

This quarterly bulletin lists and provides brief annotations for the instruments recently acquired by the Test Collection, a specialized library of tests and test-related information. Types of tests listed are: Achievement, Aptitude, Personality, Interests, Aptitudes and Opinions, and Sensory-Motor. Other information includes announcements of new tests soon to be released; tests no longer available; a listing of recent test reviews; and a brief annotated bibliography of new reference materials in testing. Included are the addresses of all publishers or organizations whose materials and services are mentioned. (MLP)

A QUARTERLY DIGEST OF INFORMATION ON TESTS

test collection bulletin

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Pamela Rosen, Editor
Vol. 8, No. 2

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The Test Collection of Educational Testing Service is an extensive library of tests and other measurement devices. It also includes publishers' catalogs and descriptive materials, information on scoring services, and systems, test reviews, and reference materials on measurement and evaluation.

A special Head Start Test Collection has been established to provide information about instruments for those engaged in research or project direction involving young children. Any *Bulletin* entry of particular interest to those working with children from birth to age nine will be preceded by the symbol •.

Qualified persons, whether affiliated with Educational Testing Service or not, may have on-site access to the materials in the Test Collection or the Head Start Test Collection. Publishers' restrictions regarding access to test materials are carefully observed.

For further information about materials and services listed in this *Bulletin*, readers are requested to communicate directly with the appropriate publisher or organization. Addresses are provided on pages 15-16. Occasionally the reader is referred to a journal article, an Educational Resources Information Center (ERIC) Document, or a document deposited with the National Auxiliary Publications Service (NAPS) as either the source of a measure or an alternate source. Instructions for ordering ERIC documents are published in *Research in Education*, the monthly document index for the ERIC system. Readers interested in obtaining NAPS documents should write to National Auxiliary Publications Service for instructions and a current price schedule.

For additional information about the Test Collection or *Test Collection Bulletin* write to:

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Educational Testing Service
Princeton, New Jersey 08540

Questions about the Head Start Test Collection should be addressed to:

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The *Test Collection Bulletin* is now available on a subscription basis. The $2.00 subscription fee ($2.50 for foreign readers) will help cover the cost of preparation, printing, handling, and mailing. Specific instructions and an order form are provided on the back cover.

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ACQUISITIONS

Unless otherwise indicated, the tests have been published in the United States.

Achievement

Academy of Certified Social Workers Assessment of Competence Program; 1973-Present; Adults; Educational Testing Service and the National Association of Social Workers, Inc.

An examination program that is part of the requirements for membership in the Academy of Certified Social Workers. The certification examination is an objective test which covers the basic elements of social work including knowledge, understanding, and application of professional social work principles and values.

• *Accelerated Speech Perception Test: Pre-publication Experimental Edition* by Arthur Flowers; c1972; Preschool-Grade 2; Perceptual Learning Systems.

Designed to assess the child's ability to perceive accelerated (compressed) speech. This ability seems to be related to all aspects of development of receptive language function, articulation proficiency, and academic achievement. The test is administered with the use of a tape recording.

Automotive Mechanic Certification Tests; c1972-Present; Adults; Educational Testing Service for the National Institute for Automotive Service Excellence.

A voluntary certification program which enables qualified mechanics to demonstrate their proficiency and to be certified. The Automobile Mechanic Series consists of eight tests: Engine Repair, Automatic Transmission, Manual Transmission and Rear Axle, Front End, Brakes, Electrical Systems, Heating and Air Conditioning, and Engine Tune-Up. The Truck Mechanic Series is comprised of six tests: Gasoline Engine, Diesal Engine, Drive Train, Brakes, Suspension and Steering, and Electrical Systems. Certification is provided for General Automobile Mechanic and for the eight specific automobile service areas, as well as for General Heavy-Duty Truck Mechanic and six specific truck service areas.

• *English Phonemic Unit Production Test (Revised)* by Rudolph V. Skoczylas; c1972; Kindergarten-Grade 13; Rudolph V. Skoczylas.

Designed to measure production of especially difficult English sounds. The test is administered orally using a cassette. It yields one score reflecting the total number of adequate responses. Two forms are available.

• *Kennedy Institute Phonics Test: Experimental Version* by John T. Guthrie and Mary Seifert; Not Dated (Test is Copyrighted); Ages 5 Years and Above; John T. Guthrie.

A criterion-referenced test designed to assess subskills involved in single word reading. The subtests include Whole Word Production-Special Rules, Nonsense Word Production, Long Vowel Word Production, Short Vowel Word Production, Consonant Vowel Production, Letter Sound Production, Letter Naming, Nonsense Word Recognition, Consonant Vowel Recognition and Initial Letter Sound Recognition. Subtests 1-7 must be individually administered while subtests 8-10 may be administered to small groups. Four alternate forms of the test are available.

Multistate Bar Examination; c1972-Present; Adults; National Conference of Bar Examiners and Educational Testing Service.

Developed to be part of the bar examination of each jurisdiction that chooses to use it. The objective, six-hour examination covers Contracts, Criminal Law, Evidence, Real Property, and Torts.

• *Navaho-English Language Dominance Interview* by Bernard Spolsky and Wayne Holm; 1970; Age 6 Years; Bernard Spolsky.

An experimental instrument developed to provide validity data on teacher rating in a study of the language use of Navaho children. The instrument should be administered by two bilingual interviewers, one of whom speaks only English while the other uses only Navaho during the interview.

• *Objectives-Based Test Collections–Language Arts: Composition, Library, and Literary Skills, Kindergarten-Grade 6* by Nola Paxton, Linda Paulson, Nancy Fess, and Rae Jeane Popham; c1973; Kindergarten-Grade 6; Instructional Objectives Exchange.

A collection of 32 tests designed to assess mastery of the essential skills for beginning composition, library research, and literary analysis.

• *Objectives-Based Test Collections–Language Arts: Word Forms and Syntax, Kindergarten-Grade 6* by Nola Paxton, Nancy Fess, Linda Paulson, and Rae Jeane Popham; c1973; Kindergarten-Grade 6; Instructional Objectives Exchange.

The 42 tests comprising this collection are designed to assess learners' mastery of grammar skills in the areas of word forms and syntax.

Objectives-Based Test Collections–Social Studies: American Government, Grades 10-12; by Barbara S. Cummings; c1973; Grades 10-12; Instructional Objectives Exchange.

Designed to assess students' knowledge of basic concepts of American government in the context of eight sub-topics: Our Colonial Heritage, The American Constitution, Government and the Citizen, American Politics, the Congress, the Presidency and the Executive, the Federal Judiciary, and State and Local Government. The collection consists of 32 tests.

Proficiency Examinations for Clinical Laboratory Personnel; c1971-Present; Adults; Educational Testing Service for the National Committee for Careers in the Medical Laboratory.

Designed to provide employers with an objective evaluation of the knowledge and skills of both the military-trained medical laboratory specialist and the civilian laboratory worker who lacks professional certification. The program consists of four tests: Clinical Chemistry, Microbiology, Hematology, and Blood Banking (Immunohematology).

• *San Diego Quick Assessment* by Ramon Ross; Not Dated; Preschool-Grade 11; Ramon Ross.

An oral screening device designed to quickly ascertain a student's reading level and to provide some indication of his word attack skills. The device consists of 13 lists of 10 words ranging in difficulty from pre-primer to grade 11. The student's base reading level is the list he reads with no errors. His instructional level is the list in which he misses two words.

• *Screening Test for Auditory Comprehension of Language* (STACL) by Elizabeth Carrow; c1973; Ages 3-6; Learning Concepts.

A screening device designed to assess oral language comprehension independent of language expression and to establish the child's dominant language. STACL is derived from the *Test for Auditory Comprehension of Language* (TACL) and it may be used to identify children who require more complete testing of auditory comprehension with the TACL. Instructions are provided in both English and Spanish.

Self-Assessment and Continuing Education in Dentistry; c1972-Present; Practicing Dentists; Educational Testing Service for the American College of Dentists.

A program of objective, self-administered tests and confidential reports which focus on general clinical practice. The program consists of four tests, each of which is concerned with prevention, diagnosis, and treatment of problems in the areas of pedodontics, orthodontics, growth problems, prosthetics, restorative dentistry, pharmacology, anesthesiology, oral surgery, endodontics, periodontics, and the professional aspects of dentistry. A rationale or a reference to a text or professional journal is provided for each test item. With the results of the last test, each participant receives a statement certifying that he has completed the program.

• *Spanish-English Dominance Assessment Test* by Bernard Spolsky and Penny Murphy; 1970; Grades 1-2; Bernard Spolsky.

An experimental test designed to classify children who are bilingual in English and Spanish or monolingual in one as being dominant in one language or the other. The interview is in three parts, each with a Spanish and English component: a series of questions about the child's language experience, word-naming tasks, and pictures which the child describes, yielding samples of his speech. Administration of the test requires two persons, an interviewer and a recorder, both of whom should be bilingual.

• *Spanish Phonemic Unit Production Test (Revised)* by Rudolph V. Skoczylas; c1972; Kindergarten-Grade 13; Rudolph V. Skoczylas.

Designed to measure production of especially difficult Spanish sounds. The test is administered orally using a cassette. It yields one score based on the total number of adequate responses. Two forms of the test are provided.

Student Placement Questionnaire by G. Velasquez; 1972; Open Range; Project Frontier, ESEA, Title VII Bilingual Education Program.

A record form designed to provide an indication of an individual's language dominance and proficiency in English and/or Spanish for placement purposes. The questionnaire was developed for use by the Project Frontier, ESEA, Title VII Bilingual Education Program.

Testdiktate 5; c1973; Grade 5; Ernst Klett Verlag, West Germany.

A diagnostic spelling test designed to assess six error-categories which are typical for the written German language: gemination, doubling of consonants, lengthening of vowels, similar sounding consonants, s-sounds, and capital or small letters.

• *Test for Auditory Comprehension of Language English/Spanish* by Elizabeth Carrow; c1973; Ages 3-7; Learning Concepts.

An individually-administered test designed to measure a child's auditory comprehension of language structure. A series of 101 three-picture plates represent referential categories and contrasts that can be signaled by form classes and function words, morphological constructions, grammatical categories, and syntactic structure. No verbal response is required of the child. Instructions are provided in both English and Spanish.

• *Wisconsin Tests of Reading Skill Development: Study Skills* by Wayne Otto, Deborah M. Stewart, Karlynn Kamm, James Allen, and Pamela J. Miles; c1973; End of Kindergarten and Above; National Computer Systems, Inc.

These criterion-referenced tests comprise the assessment component for the Study Skills area of the Wisconsin Design for Reading Skill Development. The tests assess mastery of skills necessary for locating, interpreting, and using all varieties of printed materials and cover three subareas: maps, graphs and tables, and references. They are available at seven levels of difficulty and assess a range of 77 skills. A specific guide to implementation of the program is presented in the *Teacher's Planning Guide* and suggested published materials and teacher-directed activities keyed to the program skills are provided in the *Teacher's Resource File*.

Level A

Formal written tests are provided to assess mastery of two skills: Positions of Objects, and Measurement of Size. Attainment of a third skill, Representation, is assessed by a formal performance test.

Level B
A formal written test is provided for the assessment of each of the following skills: Picture Symbols, Picture Grids, Measurement of Distance, and Graphs of Relative Amounts.

Level C
Formal written tests are provided for each of the following skills: Nonpictorial Symbols, Color Keys, Number-Letter Grids, Measurement of Size, Measurement of Distance, Graphs of Exact Amounts, Graphs of Differences, Tables of Relative Amounts, Tables of One Cell, and Alphabetizing. A formal performance test is used to assess Book Skills.

Level D
Formal written tests assess mastery of the following: Point and Line Symbols, Scale of Whole Units, Graphs of Differences, Graphs of Approximate Amounts, Tables of Differences, Indexes, Tables of Contents, Alphabetizing, Guide Words, Headings and Subheadings, Selecting Sources, and Facts or Opinions. Mastery of two skills, Cardinal Directions and Dictionaries and Glossaries, is assessed by formal performance tests.

Level E
A formal written test is provided to assess each of the following: Point, Line, and Area Symbols, Intermediate Directions, Scale of Multiple Whole Units, Graphs of Differences, Graphs of Purpose and Summary, Tables of Multiplicative Differences, Tables of Purpose and Summary, Indexes, Dictionary Meanings, Cross References, Guide Words, Guide Cards, Specialized References, and Fact Checking. Formal performance tests are used to assess Varied Sources, Note-taking, and Special Features of Books.

Level F
A formal written test is provided for each of the following: Maps of Analysis, Map Projections, Inset Maps, Different Scales, Graphs of Differences, Schedules of Relationships, Subject Index, Dictionary Pronunciation, Card Filing Rules, Dewey Decimal System, Outlining, and Catalog Cards.

Level G
A formal written test is used to assess mastery of each of the following skills: Maps of Synthesis, Latitude and Longitude, Meridians and Parallels, Scale of Fractional Units, Graphs of Multiplicative Differences, Graphs of Projecting and Relating, Schedules of Problem-Solving, *Reader's Guide*, Card Catalogs, and Outlining.

• *Woodcock Reading Mastery Tests* by Richard W. Woodcock; c1973; Kindergarten-Grade 12; American Guidance Service, Inc.

A battery of five individually-administered reading tests: Letter Identification, Word Identification, Word Attack, Word Comprehension, and Passage Comprehension. The tests utilize basal and ceiling criterion to establish the critical range of the test to be administered to each subject. Raw scores may be converted to traditional normative scores including grade scores, age scores, percentile ranks, and standard scores. Separate norms for boys and girls are available as are socioeconomic status-adjusted norms. A criterion-referenced scale is provided which indicates the individual's success potential with reading tasks at different levels of difficulty.

Aptitude

International Primary Factors Test Battery (IPF-73) by Wolfgang O. Horn; c1973; Grade 6-Adults; International Tests Incorporated.

This group-administered aptitude battery is comprised of 16 subtests: Vocabulary (Verbal Comprehension), Word Fluency, Memory for Words, Memory for Numbers, Memory for Designs, Mazes (Practical Efficiency, Porteus), Reasoning with Designs, Reasoning with Letters and Numbers, Hidden Designs (Closure 2), Unfolding Solids (Space 2), Mutilated Pictures (Closure 3), Mutilated Words (Closure1), Spelling, Addition (Number), Comparison of Words (Perceptual Speed), and Comparison of Numbers (Perceptual Speed). Potential uses of the IPF-73 include identification of scholastic aptitude, the selection of personnel for industry, the evaluation of brain damage or developmental changes, and the comparison of classes, grades, ethnic groups, and members of different occupations.

Personality, Interests, Aptitudes and Opinions

Alienation Scale by Dwight G. Dean; Not Dated; Adults; Dwight G. Dean.

Designed to measure three major components of alienation: powerlessness, normlessness, and isolation.

Attitudes Toward Homosexuality Scale by John Dunbar, Marvin Brown, and Donald M. Amoroso; Not Dated; Adults; Marvin Brown.*

This Likert-type scale is designed to assess attitudes toward homosexuality. *It is also available in NAPS Document No. 02005.

Composite Emotional Maturity Scale by Dwight G. Dean, circa 1966; Adults; Dwight G. Dean.

Designed to assess emotional maturity. The subscales are: stress, handling anger, authority, integration, judgment, heterosexual, responsibility, social poise, sociocenteredness, communication, and self-control. The scale is a composite based on the original 14-scale, 183-item *Dean Emotional Maturity Scale.*

• *Cross-Cultural Attitude Inventory* by Steve Jackson and Ron Klinger; 1972; Ages 3-12*; Learning Concepts.

Provides a means for measuring the degree of positive or negative feelings Mexican-American and Anglo children have for the two cultures. The child responds to each of the culturally representative items by marking one of five faces, ranging from smiling to frowning. *The test should be administered individually to persons aged 13 years or older.

• *Education Apperception Test* by Jack M. Thompson and Robert A. Sones; c1973; Preschool-Grade 6*; Western Psychological Services.

A projective technique developed to assess a child's perception of school and the educative process. Eighteen pictures depicting children in school and school related situations are used to elicit responses in four areas: reaction to authority, reaction toward learning, peer relationships, and home attitude toward school. *The test can be used with adolescents.

Educational Values Inventory by Priscilla Pitt Jones and Kenneth J. Jones; c1970; Adults; Multivariate Research Incorporated.

Designed to measure educational values. The questionnaire items cover five value areas based on Bruner's model of curriculum goals: knowledge of the natural world, knowledge of the human condition, knowledge of the nature and dynamics of society, knowledge of the past, and knowledge of our artistic heritage.

Fact and Opinion, Form C-2 (B); 1969; Adults; Institute of Behavioral Science.

The examinee is asked to respond to a series of statements from the area of race relations, indicating whether each is a fact or an opinion.

Family Concept Test by Ferdinand van der Veen; c1969; Adolescents and Adults; Ferdinand van der Veen.

This device is designed to assess an individual's perceptions of his family as a functioning unit. The 80 items elicit concepts of both the ideal family and the real family. The test also yields scores for family adjustment, family satisfaction, family congruence, and family compatibility.

Family Semantic Differential Test by Jack Tiffany and Ferdinand van der Veen; Not Dated; Adolescents and Adults; Ferdinand van der Veen.

Thirteen bipolar scales are used to rate each of five concepts related to the family: my family, my ideal family, my parent's family, my child (or children), and family conversation. The scales are concerned with factors of evaluation, potency, activity, stability, and closeness.

Forty-Eight Item Counseling Evaluation Test: Revised by Frank B. McMahon, Jr.; c1965-71; Adolescents and Adults; Western Pyschological Services.

A self-administered questionnaire designed to aid in the identification of the personal and emotional problems of adolescents and adults. The test provides information is six problem areas: Anxiety, Compulsion, Depression, Socialization, Goals, and Inadequacy.

Future Events Test by Kenneth B. Stein, Theodore R. Sarbin, and James A. Kulik; Not Dated; Adolescents; Kenneth B. Stein.

Designed to measure the extent of an individual's future time perspective. For each of 36 possible events, the respondent indicates either the age at which he believes it will occur in his life or "never".

Gross' Attitudes Toward Scientific Literacy Tests by Bernard F. Gross, 1971; Ages 10 Years-Adults; Bernard F. Gross.

A series of semantic differential scales designed to elicit attitudes related to six areas of scientific literacy: Nature of Science, Nature of Scientific Research, Interrelationships between Science and Society, Science and Ethics, Science and the Humanities, and Science and Technology. The tests were adapted from the battery of instruments used in the evaluation of the Project Physics Program.

Information Test, Form C-4; Not Dated; Adults; Institute of Behavioral Science.

Designed to investigate the ways in which apparently factual information can be used to reflect the influence of one's attitudinal position. The items concern members of three minority groups: American Indians, American Negroes, and American Puerto Ricans.

Judging Arguments, Form C-2 by Stuart W. Cook; Not Dated; Adults; Institute of Behavioral Science.

This self-report inventory requires the examinee to rate the plausibility of each of 40 arguments for or against segregation.

The MACC Behavioral Adjustment Scale: Revised 1971 by Robert B. Ellsworth; c1966-71; Adults; Western Pyschological Services.

This rating scale is designed to assess the hospital and community adjustment of psychiatric patients in four areas of adjustment: Mood, Cooperation, Communication, and Social Contact.

Motoric Ideational Sensory Test by Kenneth B. Stein and Peter Lenrow; Not Dated; Adults; Kenneth B. Stein.

A research device designed to measure the motoric, ideational, and sensory-perceptual expressive dimensions. These dimensions are operationally defined as general orientations toward the world of objects, including the self.

Multifactor Racial Attitude Inventory: Form C-B by John J. Woodmansee and Stuart W. Cook; 1970; Adults; Institute of Behavioral Science.

Designed to measure different aspects of attitude toward Negroes. The subscales include: Integration-Segregation Policy, Acceptance in Close Personal Relationships, Negro Inferiority, Ease in Interracial Contacts, Derogatory Beliefs, Local Autonomy, Private Rights, Acceptance in Status-Superior Relationships, Gradualism, Interracial Marriage, Approaches to Negro Progress, Negro Militance, and Negro Superiority.

Multifactor Racial Attitude Inventory: Short Form by Nicholas Ard and Stuart W. Cook; 1970; Adults; Institute of Behavioral Science.

This short form adaptation employs single items to assess each of the factors comprising the long form.

My Self Checklist by Robert E. Valett; c1973; Grades 4-9*; Fearon Publishers.

Designed to enable the pupil to express his feelings about how he perceives himself. The checklist is comprised of four sections. The first section consists of 40 self-descriptive items. The second section presents 10 incomplete sentences. In the third section, the pupil is asked to list his personal strengths and weaknesses while the fourth section provides space for the pupil to indicate any concerns or comments he may have about the checklist. A Spanish-language edition of the test is available. *The test may also be administered to selected high school students.

The Nursing Attitudes Scale: Form XB by Rose Marie Pagel and Gerald C. Helmstadter; c1972; Adults; University Testing Service.

Designed to elicit the attitudes of nurses in six areas: learning, problem solving, communication, work activities, working conditions, and working with people. The attitudinal statements comprising the scale are empirically keyed to distinguish between nurses whose job performance has been rated high and those nurses whose job performance has been rated low by their supervisors in a general hospital.

• *Oral School Attitude Test* by Juan Rivera; c1973; Kindergarten-Grade 3; Learning Concepts.

Designed to elicit children's perceptions of the school environment in terms of: Interpersonal Relations, Student-Instruction Interaction, and General School Factor. The items are presented orally in either English or Spanish and the child responds by marking one of a series of faces which represent a range of feelings. This test is based on the Written School Attitude Test which was developed by Earl McCallon.

Personnel Evaluation, Form C-4; Not Dated; Adults; Institute of Behavioral Science.

Developed to investigate the relationship between social acceptance and group membership. The instrument consists of a series of personality descriptions each of which is accompanied by photographs of the person being described. The examinee is asked to evaluate each person using the information provided.

• *Primary Self-Concept Scale* by Douglas G. Muller and Robert Leonetti; 1972; Kindergarten-Grade 4; Dissemination Center for Bilingual Bicultural Education.

Designed to measure self-concept relevant to school success in terms of eight factors: peer aggressiveness/cooperation, peer ostracism/acceptance, intellectual self-image, helpfulness, physiological self, adult acceptance/rejection, emotional self, and success/non-success. The test may be administered in either English or Spanish.

Psychotherapy Questionnaire: Patient's Form by Hans H. Strupp; 1965; Adults; Hans H. Strupp.

Designed to measure a former patient's perception and attitude toward his therapeutic experiences, relationship with the therapist, degree of severity of his former ailment, and the changes experienced after therapy. A form of the questionnaire is also available for completion by the therapist.

Psychotherapy Questionnaire: Therapist's Form by Hans H. Strupp; Not Dated; Adults; Hans H. Strupp.

Designed to measure the therapist's perception and attitude toward former psychiatric patients in terms of such factors as adjustment, overall success, degrees of disturbance, problems encountered in therapy, the patient's perception of the therapist, and changes in therapy. A form of the questionnaire is available for completion by the patient.

Relationship Inventory by G.T. Barrett-Lennard; circa 1964; Adults*; G.T. Barrett-Lennard.

A research device designed to investigate perceptions of interpersonal relationships in terms of four variables: empathic understanding, level of regard, unconditionality of regard, and congruence. *The inventory can be used in almost any interaction situation provided the respondent has approximately a ninth-grade education. A form for assessing teacher-pupil relationships is available.

Self-Concept Scale by Joseph C. Bledsoe and Karl C. Garrison; circa 1962; Grades 4-6; Joseph C. Bledsoe*.

Designed to measure discrepancy between the self-concept and the ideal self. The scale consists of a list of 30 adjectives. The subject is asked to indicate on a three-point scale, first, the degree to which each adjective is descriptive of him, and, second, the degree to which each adjective describes the self he would like to be. *Included in: Bledsoe, J.C. and Garrison, K.C., Children in Relation to Their Academic Manifest Anxiety." USOE Cooperative Research Report No. 1008, 1962.

Self-Perception Inventory-Adult Forms by Louise M. Soares and Anthony T. Soares; c1962-65; Grades 9-12 and Above; Louise M. Soares.

Assesses five components of self-perception: Self-Concept, Reflected Self-Classmates, Reflected Self-Teachers, Reflected Self-Parents, and Ideal Self.

• *Self-Perception Inventory-Student Forms* by Louise M. Soares and Anthony T. Soares; c1962-72; Grades 3-9*; Louise M. Soares.

Designed to assess students' self-perceptions, the inventory consists of six forms: Self-Concept, Ideal Concept, Reflected Self-Classmates, Reflected Self-Teachers, Reflected Self-Parents, and Student Self. A seventh form is provided to elicit other's perceptions of the student in the same dimensions as the self-rating forms. *The inventory is also appropriate for use with disadvantaged individuals. When it is administered to children below grade three and to persons with language problems, the items should be read aloud.

Self-Perception Inventory-Teacher Forms by Louise M. Soares and Anthony T. Soares; c1962-65; Adults; Louise M. Soares.

Designed to assess the student teacher's self-perceptions. The inventory consists of four self-rating forms which cover: Self as a Teacher, Reflected Self-Cooperating Teacher, Reflected Self-Supervisor, and Ideal Teacher. Three teacher-rating forms are also provided to be completed by the teacher's students, cooperating teacher, and supervisor.

Senior Apperception Technique by Leopold Bellak and Sonya Sorel Bellak; c1973; Adults; C.P.S., Inc.

This projective device employs 16 pictures to elicit themes of likely concern to the aged including such areas as reactions to the idea of a nursing home, reactions to other elderly persons, reactions to the younger generation, and impairment of functions.

Sex Concern-Guilt Scale by John Dunbar, Marvin Brown, and Donald M. Amoroso; Not Dated; Adults; Marvin Brown.*

A Likert-type scale designed to elicit attitudes toward one's own sexual impulses. *The Scale is also available in NAPS Document No. 02005.

Sexual Liberalism-Conservatism Scale by John Dunbar, Marvin Brown, and Donald M. Amoroso; Not Dated; Adults; Marvin Brown.*

A Likert-type scale designed to elicit attitudes toward a variety of heterosexual sex practices and toward more general issues concerned with sexual freedom. *The Scale is also available in NAPS Document No. 02005.

• *The Shipwreck Test* by Charles Schaefer, circa 1973; Ages 7-13; Charles Schaefer.

An experimental technique intended to measure social protection, defined as concern for the safety of others. The child is asked to pretend that he is on a sinking ship with five members of his family, his friend, his dog, and his television set. He is then asked to indicate which of these nine figures he would like to save by assigning them to one of the six available lifeboats.

Structured and Scaled Interview to Assess Maladjustment (SSIAM) by Barry J. Gurland, Neil J. Yorkston, Anthony R. Stone, and Jerome D. Frank; c1974; Adults; Springer Publishing Company, Inc.

A structured interview designed to measure maladjustment. Forty-five items assess deviant behavior, friction with others, and subjective distress within five fields of maladjustment: work, social, marriage, family, and sex. An additional 15 items cover the degree of environmental stress, prognostic issues, and aspects of positive mental health.

Whitaker Index of Schizophrenic Thinking by Leighton C. Whitaker; c1975; Adults*; Western Pyschological Services.

Designed to provide a brief index of schizophrenic thinking, this device can be used for diagnostic or screening purposes. *The Index can be completed by anyone with an eighth grade education.

Written School Attitude Test by Earl McCallon; c1973; Grades 4-6; Learning Concepts.

This test is designed to assess the student's perception of the school environment in terms of the following dimensions: Interpersonal Relations, Student-Instruction Interaction, and General School Factor. Both English and Spanish forms of the test are available.

Miscellaneous, Sensory-Motor, Unidentified

• *APPROACH: A Procedure for Patterning Responses of Adults and Children* by Bettye M. Caldwell and Alice S. Honig; Not Dated; Preschool-Adults; Bettye M. Caldwell.

This coding system is a numerical language into which ongoing behavior can be translated and then summarized and analyzed. It does not require any particular type of behavior record or sampling procedure, nor does it require a specific type of social situation. Events are described from the frame of reference of one particular person or central figure.

• *The Advanced Tests of Central Auditory Abilities: Prepublication Experimental Edition* by Arthur Flowers, Mary Rose Costello, and Victor Small; c1972; Grades 2-6*; Perceptual Learning Systems.

A screening device designed both to identify children with general auditory perceptual dysfunction and to identify specific phonemic indentification deficiencies in initial and final position in words under specific conditions of message distortion. The test is individually-administered using a tape recording. The administrator should be trained in speech or audiology. *The tests have been used successfully with older children and adults, however, norms are restricted to children in grades two through six.

• *Child Behavior Rating Scale A* by Leo J. Hanvik and Sherman E. Nelson; Not Dated; Children; Washburn Child Guidance Center.

This 10-item scale is designed to assess behavior likely to be associated with brain damage.

• *Child Behavior Rating Scale B* by Leo J. Hanvik and Sherman E. Nelson; Not Dated; Children; Washburn Child Guidance Center.

Designed to measure behavior typically associated with brain damage. For each of the 30 items, the child is compared against the average child of his age. Ratings are completed by the child's parents.

• *Children's Mirth Response Test* by Edward Zigler, Jacob Levine, and Laurence Gould; Not Dated; Ages 7-15 Years; Edward Zigler.

An experimental device designed to investigate the relation between cognitive development and humor appreciation. The

test consists of 25 cartoons and yields three scores: a measure of whether or not the child thought the cartoon was funny, employing a simple yes-no response; a facial mirth score, employing five scoring categories; and a humor comprehension score, employing three scoring categories.

• *CIRCUS: Preliminary-Prepublication Edition*; c1972; Preschool-Kindergarten; Educational Testing Service.

A comprehensive program designed to aid teachers in the diagnosis of children's educational needs through the assessment of skills, achievement, styles, and personal-social competencies. The 18 components include 16 measures of the children: What Words Mean (receptive vocabulary), How Much and How Many (quantitative concepts), Look-Alike (visual discrimination), Copy What You See (perceptual-motor coordination), Finding Letters and Numbers (letter and numeral discrimination and recognition), Noises (discrimination of real-world sounds), How Words Sound (auditory discrimination), How Words Work (functional language), Listen to the Story (comprehension, interpretation, and recall of oral language), Say and Tell (productive language), Do You Know...? (general information), See and Remember (visual memory), Think It Through (problem solving), Make a Tree, Activities Inventory, and Test-Taking Behavior. A teacher questionnaire and practice exercises are also provided.

Client and Family Rating Scale by Ferdinand van der Veen; circa 1968; Ages 12 Years and Above*; Ferdinand van der Veen.

This questionnaire is designed for use with families which have participated in family therapy programs. Items in Part I elicit descriptions of the family and its members while those in Part II concern the therapist. *Part II of the scale may be completed by every family member 9 years or older who has had interviews at the clinic.

Delinquency Check List by Kenneth B. Stein, Theodore R. Sarbin, and James A. Kulik; Not Dated; Adolescents; Kenneth B. Stein.

Designed to measure antisocial and delinquent behaviors in adolescent males. The questionnaire covers four areas of behavior: delinquent role, drug usage, parental defiance, and assaultiveness.

• *Flowers Auditory Test of Selective Attention: Prepublication Experimental Edition* by Arthur Flowers; c1972; Grades 1-6; Perceptual Learning Systems.

Designed to assess auditory attention span with an emphasis on auditory "vigilance". The tasks demand the use of specific selective auditory attention skills rather than the utilization of a general auditory attention system. The test is useful in any assessment approach that is designed to identify basic auditory perceptual deficits in young children. Appropriate training programs are available. A tape recording is required to administer the test.

• *Flowers Phonics and Blending Test: Pre-publication Experimental Edition* by Arthur Flowers; c1972; Grades 3-6; Perceptual Learning Systems.

Designed to identify phonemic identification and phonic blending deficiencies within specific skill areas. The test is in seven sections: Phonemic Identification of Consonants in Isolation, Identification of Initial Consonants in Words, identification of Final Consonants in Words, Identification of Medial Consonants in Words, Identification of Vowels in Isolation, Identification of Vowels in Words, and Blending Phonemes to Form Words. A tape recording is used to administer the test.

• *Home Bilingual Usage Estimate* by Rudolp V. Skoczylas; c1971; Kindergarten-Grade 12; Rudolph V. Skoczylas.

An interview schedule developed to measure language usage in the home. The score may be used to classify an individual as English monolingual, English dominant, apparent bilingual, Spanish dominant, or Spanish monolingual.

• *Interpersonal Effectiveness Diagnosis (IED)* by Monroe K. Rowland and Jerry K. Southard; c1973; Kindergarten and Above; Human Development Training Institute.

Measures the degree to which the child's classroom situation meets his interpersonal needs. These needs—affection, inclusion, and control—are based on the theory of interpersonal behavior presented by Schutz in his *Fundamental Interpersonal Relations Orientation* (FIRO). *IED* yields both individual scores for the compatibility of an individual student with his peers and teacher, and diagnostic profiles for individuals and groups which permit detailed analysis of the causes of incompatibility. It may be individually- or group-administered and uses cassette tapes. Both English and Spanish versions are available.

Marital Diagnostic Inventory by Leslie Navran; c1973; Adults; Western Psychological Services.

A self-administered device developed as an aid to the implementation of the marriage counseling process. Each member of the couple responds to questions in three areas relevant to the counseling effort: motivations for marriage, specific marital problems, and motivations for seeking counseling.

• *Motor Problems Inventory* by Glyndon D. Riley; c1972; Preschool-Grade 5; Western Psychological Services.

A screening procedure designed to identify neurological signs indicating the need for referral and to measure the motor component as a factor in any related syndrome. The inventory covers small motor coordination, laterality, gross motor coordination, and general observations.

• *Neonatal Behavioral Assessment Scale* by T. Berry Brazelton; Not Dated; Neonates; T. Berry Brazelton*.

A scoring system designed to assess the behavioral responses of neonates to their environments. The infant is rated for 27 behavioral responses on a 9-point scale and for 20 elicited reflexes and movements on a 3-point scale. To make the ratings, the tester must apply stimulation and interact with the infant using about 30 different maneuvers. Extensive administrator training is required. *The Scale will soon be available from J.B. Lippincott as *Clinics in Developmental Medicine*, No. 50.

• *Pre-Kindergarten Test of Central Auditory Abilities: Prepublication Experimental Edition* by Arthur Flowers; c1972; 48-61 Months*; Preceptual Learning Systems.

Intended as a screening device for the identification of children with general auditory perceptual dysfunction. For each item, a primary message is presented simultaneously with a competing background message. The task requires the child to identify the picture that represents the word stimulus in the primary message, even though there is an interesting background story being presented at equal intensity as an interfering competing message. A tape recording is used to administer the test. *The test is also intended for use with older children whose performance on the regular *Central Auditory Abilities Test* is extremely poor.

• *Riley Articulation and Language Test: Revised* by Glyndon D. Riley; c1966-71; Kindergarten-Grade 2; Western Psychological Services.

A brief screening test developed to identify children most in need of speech therapy. The test yields four basic scores: language proficiency estimate, intelligibility estimate, articulation function, and language function.

• *Short Term Auditory Retrieval and Storage Test: Prepublication Experimental Edition* by Arthur Flowers; c1972; Grades 1-6*; Perceptual Learning Systems.

A screening device designed to assess short term auditory storage and retrieval function within the central mechanism of hearing. Training programs are available for use with children who are identified as being deficit in this particular ability. *The test may also be used with educable mentally handicapped children in chronological age group classifications ranging from 7.0-13.11.

Sklar Aphasia Scale: Revised 1973 by Maurice Sklar; c1966-73; Adults; Western Psychological Services.

Evaluates speech and language disturbances resulting from brain damage. The scale quantifies disturbances into four areas: Auditory Verbal Comprehension, Reading Comprehension, Oral Expression, and Graphic Production.

• *Southern California Sensory Integration Tests* by A. Jean Ayres; c1972-73; Ages 4-10 Years; Western Psychological Services.

A battery of 17 tests designed to detect and to determine the nature of sensory integrative dysfunction. The tests include: Space Visualization, Figure-Ground Perception, Position in Space, Design Copying, Motor Accuracy, Kinesthesia, Manual Form Perception, Finger Identification, Graphesthesia, Localization of Tactile Stimuli, Double Tactile Stimuli Perception, Imitation of Postures, Crossing Mid-Line of Body, Bilateral Motor Coordination, Right-Left Discrimination, Standing Balance-Eyes Open, and Standing Balance-Eyes Closed.

Student Instructional Rating System (SIRS) by Craig Johnson, Project Director; 1969-Present; Grades 13-16; Office of Evaluation, Michigan State University.

A system designed to enable the collection, display, and interpretation of student reactions to classroom instruction and course content. The questionnaire component is in three parts: Instruction, Student Background, and Laboratory or Recitation. A fourth part is provided to allow the student to make supplementary written comments.

Survey of Organizations by James C. Tayler and David G. Bowers; c1967-74; Adults; Institute for Social Research, University of Michigan.

A machine-scored instrument designed for use in studies of industrial and commercial enterprises to provide descriptive information of organizational conditions and practices. The questionnaire covers certain critical dimensions of organizational climate, managerial leadership, peer behavior, group processes, and satisfaction.

• *Symbol Digit Modalities Test* by Aaron Smith; c1973; Ages 8 Years and Above; Western Psychological Services.

A screening tool for identifying cerebral dysfunction. The subject has 90 seconds to convert as many meaningless geometric designs as possible into their appropriate numbers according to the "key" provided him. The test may be individually- or group-administered using oral or written responses.

Symbol Gestalt Test: Form A Revised by Kenneth B. Stein; c1953; Adults; Kenneth B. Stein.

A three-minute perceptual motor test for brain damage involving the duplication of a series of geometrical designs and figures. Completion of the task emphasizes both speed and accuracy and reveals individual differences in perception, cognitive ordering, and processing of stimuli.

• *Taylor-Helmstadter Pair Comparison Scale of Aesthetic Judgment* by Anne P. Taylor and G.C. Heimstadter; c1973; Ages 4 Years and Above; University Testing Service.

This scale consists of 38 pairs of color slides depicting paintings, sculpture, and common household items. The examinee is asked to indicate the one of each pair of slides which he likes better. The examinee's score reflects the number of choices which correspond to the aesthetic ratings of art experts. The test should be individually-administered to young children.

Therapist Rating Scale by Ferdinand van der Veen; Not Dated; Adults; Ferdinand van der Veen.

Designed to elicit from the family therapist information concerning the client and the therapy situation. Forms are provided for the father, mother, and child.

• *Visual Efficiency Scale* by Natalie C. Barraga, Editor; 1970; Preschool and Above; American Printing House for the Blind.

Designed to assess the functioning of visual behaviors in low vision children. The scales are the assessment component of the Low Vision Kit, a training program comprised of developmentally arranged visual-discrimination objectives and related training exercises.

ANNOUNCEMENTS RECEIVED

• *Animal Crackers* by Dorothy C. Adkins and Bonnie L. Ballif; c1973; Preschool-Grade 1; CTB/McGraw-Hill.

A measure of motivation to achieve which focuses on those aspects of achievement-oriented behavior that are not attributable to intellectual abilities. Five essential factors are assessed: School Enjoyment, Self-Confidence, Purposiveness, Instrumental Activity, and Self-Evaluation.

• *Basic Arithmetic Skill Evaluation (BASE)* by Lola J. May and Vernon R. Hood; Grades 1-6; Media Research Associates.

A diagnostic and prescriptive system designed to evaluate basic arithmetic skills. Test booklets, student profiles, reference guides, and cassette tapes are provided for each grade level.

Basic Arithmetic Skill Evaluation (BASE II) by Lola J. May and Vernon R. Hood; Grades 7-9; Media Research Associates.

This comprehensive system of diagnostic and prescriptive materials enables the teacher to assess each student's arithmetic skills and deficiences and to plan a program designed to meet his needs.

College Level Examination Program (CLEP): *Subject Examination in Freshman English*; Adults; Educational Testing Service.

Designed to enable a candidate to demonstrate knowlege and skills equivalent to those gained in freshman or sophomore English Composition classes, including the recognition and application of principles of good writing, familiarity with rhetorical and grammatical terms, and skill in manipulating language.

• *Comprehensive Tests of Basic Skills* (CTBS): *Expanded Edition, Form S*; c1973; Kindergarten-Grade 12; CTB/McGraw-Hill.

Measures the level of attainment of language, number, and problem-solving skills required for academic study across the content areas of Reading, Language, Mathematics, Reference Skills, Science, and Social Studies. This expanded edition of CTBS extends downward to include the primary levels and to assess prereading and early reading skills, language acquisition, and elementary mathematics concepts at these levels.

• *Customized Objective Monitoring Service–Reading and Mathematics*; Grades 1-8; Houghton Mifflin Company.

Criterion-referenced instruments in reading and mathematics are specially assembled to meet the unique requirements of each specific user. Test booklets, answer sheets, hand-scoring aids, machine scoring services, and other reporting materials are developed on a customized basis through this service.

Henmon-Nelson Tests of Mental Ability: 1973 Revision, Form 1 by Martin J. Nelson, Tom A. Lamke, and Joseph L. French; Grades 3-12; Houghton Mifflin Company.

The three overlapping levels of this battery of aptitude tests include items on vocabulary, sentence completion, opposites, general information, verbal analogies, verbal classification, verbal inference, number series, arithmetic reasoning, and figure analogies.

• *Henmon-Nelson Tests of Mental Ability: 1973 Revision, Primary Battery* by Martin J. Nelson, Tom A. Lamke, and Joseph L. French; Kindergarten-Grade 2; Houghton Mifflin Company.

Designed to assess simple verbal and quantitative skills considered significant to school readiness. The battery consists of three subtests: Listening, Picture Vocabulary, and Size and Number. The test items are presented orally and the pupils respond by marking appropriate pictures or symbols.

• *Individual Pupil Monitoring System–Mathematics*; Grades 1-8; Houghton Mifflin Company.

A series of criterion-referenced tests which measure a pupil's performance on specified behavioral objectives. This diagnostic system is provided in eight levels, each of which consists of three assessment modules.

Instructional Objectives Exchange: Objective Collection in Judgment: Analyzing Fallacies and Weaknesses in Arguments, Grades 7-12; c1974; Grades 7-12; Instructional Objectives Exchange.

This collection of objectives concerns traditional, modern, and original fallacies of irrelevance, insufficient evidence, ambiguity, analogies, and two tests for determining the validity of most arguments.

Instructional Objectives Exchange: Objective Collection in Modern Languages: Spanish, Grades 7-12, Revised; c1974; Grades 7-12; Instructional Objectives Exchange.

This revised collection of objectives covers listening, oral comprehension, pronunciation (decoding), mechanics, speaking, reading, writing, and culture. The section on culture includes objectives concerning the geography, customs, history, literature, and fine arts of Spanish speaking countries.

Instructional Objectives Exchange: Objective Collection in the Natural Sciences: Environmental Education, Grades 4-9; c1974; Grades 4-9; Instructional Objectives Exchange.

A collection of objectives organized into the following areas: the natural ecosystem, the human environment, and environmental problems. Some objectives appropriate for use in kindergarten through grade three are included.

Instructional Objectives Exchange: Objective Collection in Social Studies: U.S. History, Grades 10-12; c1974; Grades 10-12; Instructional Objectives Exchange.

The objectives comprising this collection cover the age of discovery, early America, colonial life, the American Revolution and the forming of the new nation, sectional diversity, the Civil War and Reconstruction, industrialization and reform, isolationism *vs.* internationalism, the Depression, the U.S. as a world power, the Cold War and other wars and contemporary reform movements.

• *Instructional Objectives Exchange: Objective Collection in the Arts: Music, Kindergarten-Grade 6, Revised*; c1974; Kindergarten-Grade 6; Instructional Objectives Exchange.

This collection of objectives is organized into four sections: rhythm, melody, harmony, and musical. The objectives are formulated to be used for either written or aural aspects of the skills.

Nelson-Denny Reading Test, Forms C and D by James I. Brown, M.J. Nelson, and E.C. Denny; Grades 9-12, and Adults; Houghton Mifflin Company.

These 1973 revisions were developed to assure contemporary vocabulary and usage. Part One measures vocabulary while Part Two covers both reading comprehension and reading rate.

Objectives-Based Test Collections–Mathematics: Elements, Symbolism, and Measurement, Grades 7-9; c1974; Grades 7-9; Instructional Objectives Exchange.

Tests in this collection cover sets, integers, rational numbers, real numbers, numeration, sentences and logic, and measurement.

Objectives-Based Test Collections–Mathematics: Geometry, Operations, and Relations, Grades 7-9; c1974; Grades 7-9; Instructional Objectives Exchange.

The set covers geometry (operations and properties of planes and solids), statistics, ratios and proportions, and graphs.

• *Pre-reading Assessment Kit* by Ontario Institute for Studies in Education; Kindergarten-Grade 1; CTB/McGraw-Hill.

A screening device intended to provide diagnostic information about a child's performance of several skills related to reading readiness: Listening, Symbol Perception, Experience Vocabulary, and Comprehension.

Prescriptive Mathematics Inventory Interim Evaluation Tests: Experimental Edition; Grades 4-7; CTB/McGraw-Hill.

Designed to determine if instruction has led to mastery of the objectives evaluated by the *Prescriptive Mathematics Inventory*.

• *Prescriptive Reading Inventory Interim Tests: Experimental Edition*; Grades 1.5-6.5; CTB/McGraw-Hill.

Developed to assist teachers in determining whether reading instruction has resulted in student mastery of the objectives assessed by the *Prescriptive Reading Inventory*.

• *Quick Neurological Screening Test* by Norma V. Spalding, H.M. Sterling, Slade Crawford, and Margaret Mutti; Norma V. Spalding.

A brief test for screening children with learning disabilities.

Raven's Progressive Matrices: Revised Form by J.M.H. vande Koppel; Swets & Zeitlinger, The Netherlands.

This experimental revision of the matrices is intended for use in cross-cultural research in Africa. It may also serve as an aid to selection for African secondary schools. Both Series P-perceptual and Series R-reasoning may be individually- or group-administered.

• *Wechsler Intelligence Scale for Children–Revised (WISC-R)*; c1974; Ages 6 Years-0 Months to 16 Years-11 Months; The Psychological Corporation.

This revised version of the individually-administered measure of mental ability includes both new and modified items. The *WISC-R* was standardized on a census-representative sample including minority group children.

TEST REVIEWS

• *Analysis of Learning Potential*; Harcourt Brace Jovanovich, Inc.

Reviewed by Alan Kricher, Lakehead Board of Education, in *Psychology in the Schools*, January 1974, Vol. 11, No. 1, pp. 116-118.

The Comrey Personality Scales; Educational and Industrial Testing Service.

Reviewed by Alan Kricher, Lakehead Board of Education, in *Professional Psychology*, November 1973, Vol. 4, No. 4, pp. 475-477.

• *The McCarthy Scales of Children's Abilities*; The Psychological Corporation.

Reviewed by Everett E. Davis, University of Texas at El Paso and by Linda Hufano and Ralph Hoepfner, Center for the Study of Evaluation in *Measurement and Evaluation in Guidance*, January 1974, Vol. 6, No. 4, pp. 250-254.

• *Pupil Rating Scale*; Grune and Stratton, Inc.

Reviewed by Barton B. Proger, Pennsylvania Resources and Information Center for Special Education, in *The Journal of Special Education*, Fall 1973, Vol. 7, No. 3, pp. 311-317.

• *Receptive-Expressive Emergent Language Scale*; The Tree of Life Press.

Reviewed by Dale L. Johnson, University of Houston, in the *Journal of Personality Assessment*, 1973, Vol. 37, No. 6, pp. 581-582.

NEW REFERENCES

Beegle, Charles W. and Brandt, Richard M., Editors. *Observational Methods in the Classroom.* Washington, D.C.: Association for Supervision and Curriculum Development, 1973. Pp. ix + 85, $3.50

A series of papers which were originally presented at the Southeastern Conference of the Association for Supervision and Curriculum Development. The conference dealt with the areas of values, problem and design considerations, and observational methodology in order to develop skills needed for congruency testing of the intentions and realities of educational programs. A wide range of observational methodology was covered, from the development and application of checklists to the utilization of observational hardware.

• Bieliauskas, Vytantas. *The House-Tree-Person (H-T-P) Research Review: A Bibliography and Research Review, 1972 Edition.* Los Angeles: Western Psychological Services, 1972. Pp. iv + 20 $4.50.

An annotated and critical bibliography providing abstracts of research publications on the *House-Tree-Person Projective Technique.*

• DiLeo, Joseph H. *Children's Drawings as Diagnostic Aids.* New York: Brunner/Mazel Publishers, 1973. Pp. 227, $12.50.

Part one of this volume provides an overview of the origin and development of representational drawings, its reflection of cognition and neurological impairment, and its use as a projective technique. The remaining three parts focus on specific applications of the technique including family drawings and the indicators of relationships in the nuclear, incomplete, and extended family; the drawings of handicapped children, the effects of sensory and motor impairment, and what the drawing reveals of the child's disability; and the value of drawings in the early detection of minimal brain dysfunction, dyslexia, mental retardation, inborn errors of metabolism, and emotional problems affecting learning.

Egner, Ann N., Burdett, Carol S., and Fox, Wayne L. *Observing and Measuring Classroom Behaviors.* Austin, Texas: Austin Writers Group, 1972. Pp. 72.

This book describes a variety of techniques that teachers can use to more precisely observe and measure classroom behavior. Types of classroom behavior covered include language, arithmetic, social, and teacher.

Fitts, William H. *Tennessee Self-Concept Scale Bibliography of Research Studies: Supplement.* Nashville, Tennessee: Dede Wallace Center, 1974. Pp. 13.

This February 1974 supplement to the 1973 edition lists recent research studies in which the *Tennessee Self-Concept Scale* has been used.

Gronlund, Norman E. *Preparing Criterion-Referenced Tests for Classroom Instruction.* New York: The Macmillan Company, 1973. Pp. viii + 55, $1.50.

Intended as a practical guide for the preparation and use of criterion-referenced tests in classroom instruction. The nature and guiding principles of criterion-referenced testing are discussed and the procedures for planning the test, writing the test items, and using and appraising the test are described. A check list for evaluating a criterion-referenced test and a list of references are provided in the appendix.

Lafon, J. C. *The Phonetic Test and the Measurement of Hearing.* Springfield, Illinois: Charles C. Thomas, Publisher. 1966. pp. xi + 247.

The first part of this book briefly studies the criteria used in judging methods of measuring hearing and in designing a qualitative phonetic test. The second part provides the principles of the phonetic test, the manner in which the linguistic material is derived, and the measuring techniques based on clinical experimentation along with the theory already presented.

Lanyon, Richard I. and Goodstein, Leonard D. *Personality Assessment.* New York: John Wiley and Sons, Inc., 1971. Pp. xii + 267.

Intended as a general introduction to the area of personality assessment, this volume includes discussion of the major methods and techniques used, their underlying rationale and manner of development, and major contemporary issues and problems involved in the field of personality assessment.

Miller, Richard I. *Evaluating Faculty Performance.* San Francisco: Jossey-Bass Inc., Publishers, 1972. Pp. xvi + 145.

A comprehensive system for faculty evaluation is presented along with procedures for implementing it. Nine separate areas of evaluation are proposed: advising, classroom teaching, faculty service and relations, administration, performing and visual arts, professional status and activities, publications, public service, and research. Relevant data and sample evaluation forms are provided for each of these areas.

Robinson, John P. and Shaver, Phillip R. *Measures of Social Psychological Attitudes: Revised Edition.* Ann Arbor, Michigan: Institute for Social Research, University of Michigan, 1973. Pp. viii + 750, $13.00

This revised volume provides a comprehensive listing and evaluation of empirical scales for measuring such social psychological attitudes as life satisfaction and happiness, self-esteem, locus of control, alienation and anomie, dogmatism, socio-political attitudes, values, and religious attitudes.

Saville, Peter and Finlayson, Laura. *British Supplement to the High School Personality Questionnaire (Form A) Anglicised 1968/69 Edition.* Windsor, Berks: NFER Publishing Company Ltd., 1973. Pp. 22.

This report contains standardization data on the British version of the *High School Personality Questionnaire.*

Terman, Lewis M. and Merrill, Maud A. *Stanford Binet Intelligence Scale: Manual for the Third Revision Form L-M Norms Edition.* Boston: Houghton Mifflin Company, 1973. Pp. xi + 455, $6.60.

This revised manual is arranged into four sections. In Part One the essential features of the three Stanford revisions are discussed. Part Two serves as a guide for administering and scoring Form L-M, including a presentation of general directions, specific instructions, and scoring standards. Revised intelligence quotient tables are provided in Part Three and the 1972 Standardization Program is delineated in Part Four.

Architectural Registration Handbook: A Test Guide for Professional Exam Candidates.

Architectural Registration Handbook: A Test Guide for Professional Exam Candidates. Washington, D.C.: National Council of Architectural Registration Boards, 1973. Pp. 135, $18.50.

This handbook was developed to aid candidates in preparing for the *NCARB Professional Examination.* The information which is provided simulates that which will be received by a candidate taking the exam for state registration.

NEW PUBLISHERS

ADAPT Press, Inc.
808 West Avenue North
Sioux Falls, South Dakota 57104

GO-MO Products
1906 Main Street
Cedar Falls, Iowa 50613

Learning Concepts
2501 N. Lamar
Austin, Texas 78705

Media Research Associates
1735 23rd Street, S.E.
Salem, Oregon 97302

Human Development Training Institute
4455 Twain Avenue, Suite H
San Diego, California 92120

Multivariate Research Incorporated
Miller Hill
Dover, Massachusetts 02030

University Testing Service
Payne Hall, B302
Arizona State University
Tempe, Arizona 85281

ADDRESS CHANGES

Personnel Press (all orders)
Education Center
P. O. Box 2649
Columbus, Ohio 43216

Rehabilitation Research Foundation
P. O. Box 3587
Montgomery, Alabama 36109

Revrac Publications
1535 Red Oak Drive
Silver Spring, Maryland 20910

SCORING AND REPORTING SERVICES

The *Caldwell Report* is a computerized report enabling automated interpretation of the *Minnesota Multiphasic Personality Inventory* (MMPI). Each Report consists of a personalized, typewritten analysis presented in four sections: Test Taking Attitude, Symptoms and Personality Characteristics, Diagnostic Impressions, and Treatment Considerations. The specially prepared test booklets and answer sheets are available from Western Psychological Services, as is the *Caldwell Report*.

The *School Needs Assessment Profile* (SNAP) is a reporting package that organizes test results in a format designed to facilitate program decision-making at the school-district level. This service is provided by the Department of Programs and Services, CTB/McGraw-Hill.

NOTES

The *American Projective Drawing Institute* will offer two summer workshops in New York City: Basic (July 22-24) and Advanced and Cases Seminar (July 24-26). For further information contact: Dr. Emanual Hammer, 381 West End Avenue, New York, New York 10024.

CTB/McGraw-Hill's *Custom Instrument Development* (CID) *Section* will construct customized instruments designed to meet the specific and unique measurement needs of state departments of education, school districts, and other agencies.

ADDRESSES

Below are the addresses of those publishers and organizations whose materials and services are mentioned in this *Bulletin.*

ADAPT Press
808 West Avenue North
Sioux Falls, South Dakota 57104

American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

American Printing House for the Blind
1839 Frankfort Avenue
Louisville, Kentucky 40206

Association for Supervision and Curriculum Development
1201 16th Street, N.W.
Washington, D.C. 20036

Austin Writers Group
P. O. Box 12642, Capital Station
Austin, Texas 78711

G. T. Barrett-Lennard
Department of Psychology
University of Waterloo
Waterloo, Ontario, Canada

Joseph C. Bledsoe
College of Education
University of Georgia
Athens, Georgia 30602

T. Berry Brazelton
Chief, Child Development Unit
The Children's Hospital Medical Center
300 Longwood Avenue
Boston, Massachusetts 02115

Marvin Brown
Department of Psychology
University of Waterloo
Waterloo, Ontario, Canada

Brunner/Mazel, Publishers
64 University Place
New York, New York 10003

C.P.S., Inc.
P. O. Box 83
Larchmont, New York 10538

CTB/McGraw-Hill
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Monterey, California 93940

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187 Pleasant Valley Drive
Little Rock, Arkansas 72207

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Springfield, Illinois 62717

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Sociology Department
Iowa State University
103 East Hall
Ames, Iowa 50010

Dede Wallace Center
Research Department
700 Craighead Avenue
Nashville, Tennessee 37204

Dissemination Center for Bilingual Bicultural Education
6504 Tracor Lane
Austin, Texas 78721

ERIC Document Reproduction Service
Post Office Drawer 0
Bethesda, Maryland 20014

Educational and Industrial Testing Service
P. O. Box 7234
San Diego, California 92107

Educational Testing Service
Princeton, New Jersey 08540

Ernst Klett Verlag
300 Stuttgart 1
Postfach 809
Rotebuhlstrabe 77, West Germany

Fearon Publishers
6 Davis Drive
Belmont, California 94002

GO-MO Products
1906 Main Street
Cedar Falls, Iowa 50613

Bernard F. Gross
Chairman, Education Department
St. John Fisher College
3690 East Avenue
Rochester, New York 14618

Grune and Stratton, Inc.
111 5th Avenue
New York, New York 10003

John T. Guthrie
The John F. Kennedy Institute
707 North Broadway
Baltimore, Maryland 21205

Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, New York 10017

Houghton Mifflin Company
110 Tremont Street
Boston, Massachusetts 02107

Houghton Mifflin Company
Pennington-Hopewell Road
Hopewell, New Jersey 08525

Human Development Training Institute
4455 Twain Avenue, Suite H
San Diego, California 92120

Institute for Social Research
The University of Michigan
426 Thompson Street
Ann Arbor, Michigan 48106

Institute of Behavioral Science
University of Colorado
Boulder, Colorado 80302

The Instructional Objectives Exchange
Box 24095
Los Angeles, California 90024

International Tests, Inc.
Box 634
Stevens Point, Wisconsin 54481

John Wiley and Sons, Inc.
605 Third Avenue
New York, New York 10016

Jossey-Bass Inc., Publishers
615 Montgomery Street
San Francisco, California 94111

Learning Concepts, Inc.
2501 N. Lamar
Austin, Texas 78705

The Macmillan Company
Front and Brown Streets
Riverside, New Jersey 08075

Media Research Associates
1735-23rd Street, S.E.
Salem, Oregon 97302

Multivariate Research Incorporated
Miller Hill
Dover, Massachusetts 02030

NFER Publishing Company, Ltd.
"The Mere", Upton Park
Slough, Bucks, Great Britain

National Auxiliary Publications
Service (NAPS)
Microfiche Publications
Division of Microfiche Systems Corporation
305 East 46th Street
New York, New York 10017

National Computer Systems
Test Services Division
4401 West 76th Street
Minneapolis, Minnesota 55435

National Council of Architectural
Registration Boards
2100 M Street, N.W.
Washington, D. C. 20037

Office of Evaluation Services
Michigan State University
202 S. Kedzie
East Lansing, Michigan 48824

Perceptual Learning Systems
P. O. Box 4209
Dearborn, Michigan 48126

Personnel Press
Education Center
P. O. Box 2649
Columbus, Ohio 43216

Project Frontier, ESEA, Title VII
1130 Fifth Avenue
Chula Vista, California 92011

The Psychological Corporation
304 East 45th Street
New York, New York 10017

Rehabilitation Research Foundation
P. O. Box 3587
Montgomery, Alabama 36109

Revrac Publications
1535 Red Oak Drive
Silver Spring, Maryland 20910

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5402 College Avenue
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